

**9.R.1.1** Students are able to **use** various reading and study strategies to **increase** comprehension

**Verbs Defined:**

- use – to apply in writing and/or speaking
- increase – to improve

**Key Terms Defined:**

- reading strategies -- word webbing, skimming, scanning, predicting, and synthesizing
- study strategies -- graphic organizers, note taking, context clues, double entry journal, notation techniques
- comprehension -- understanding and constructing meaning

**Teacher Speak:**

Students are able to use (apply in writing and/or speaking) various reading (word webbing, skimming, scanning, predicting and synthesizing) and study strategies (graphic organizers, note taking, context clues, double entry journal, notation techniques) to increase (improve) comprehension (understanding and constructing meaning).

**Student Speak:**

I can apply in writing and/or speaking (use) various reading strategies:

- word webbing
- skimming
- scanning
- predicting
- synthesizing -- combining new information with existing knowledge to form an original idea or interpretation

study strategies:

- graphic organizers
- note taking
- context clues
- double entry journal
- notation techniques

to improve (increase) my understanding and construct meaning (comprehension) of the text.

**9.R.2.1** Students are able to **analyze** and **summarize** an author's use of complex literary elements.

**Verbs Defined:**

- analyze – examine
- summarize – show in writing and/or speaking the connections between elements

**Key Terms Defined:**

- literary elements:
  - characterization
  - setting
  - plot
  - point of view
  - theme

**Teacher Speak:**

Students are able analyze (examine) and summarize (show in writing and/or speaking the connections between elements) an author's use of complex literary elements (characterization, setting, plot, point of view, and theme).

**Student Speak:**

I can examine (analyze) and show in writing and/or speaking the connections between elements (summarize) and author's use of:

- examine characterization (characters in the story through physical descriptions, dialogue, actions of the character, reactions to the character, thoughts and feelings of the character, and the narrator's direct comments)
- examine setting (when and where the story takes place based on context clues)
- examine plot (exposition, rising action, climax, falling action, and conflict resolution)
- examine point of view (first person, third person limited, third person omniscient narration)
- evaluate theme (characterization, setting, plot, and point of view to determine message)

(complex literary elements).

**9.R.2.2** Students are able to **analyze** and **describe** the effect of figurative language and other literary devices in various genres.

**Verbs Defined:**

- analyze -- explain, evaluate in writing and/or speaking
- describe -- explain in writing and/or speaking

**Key Terms Defined:**

- figurative language -- word choice that creates a mental picture
- genres -- fiction, poetry, nonfiction, drama
- literary devices -- techniques used by a writer to convey or enhance the story
  - metaphor
  - hyperbole
  - oxymoron
  - assonance
  - consonance
  - alliteration
  - accent patterns

**Teacher Speak:**

Students are able to analyze (explain, evaluate in writing and/or speaking) and describe (explain in writing and/or speaking) the effect of figurative language and other literary devices (metaphor, hyperbole, oxymoron, assonance, consonance, alliteration, accent patterns) in various genres (fiction, nonfiction, poetry, drama).

**Student Speak:**

I can explain, evaluate in writing and/or speaking (analyze) and explain in writing and/or speaking (describe) the effect of word choice that creates a mental picture (figurative language):

- comparing two unlike objects (metaphor)
  - humor that uses exaggeration for effect (hyperbole)
  - contradictory terms that create one meaning (oxymoron)
  - repetition of vowel sound (assonance)
  - repetition of consonant sound in the middle and end of words (consonance)
  - words beginning with the same sound (alliteration)
  - the rhythm formed by word choice (accent patterns)
- in fiction, nonfiction, poetry, drama (various genres).

**9.R.3.1** Students are able to **analyze** the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods.

**Verbs Defined:**

- analyze -- judge in writing and/or speaking

**Key Terms Defined:**

- aesthetic -- pleasing emotions for the reader
- cultures -- groups of people based on age, gender, religion, ethnicity, and ways of life
- historical periods -- specific time period in history

**Teacher Speak:**

Students are able to analyze (judge in writing and/or speaking) the quality of reading materials for their practical, informational, or aesthetic (pleasing emotions for the reader) value relative to specific cultures (groups of people based on age, gender, religion, ethnicity, and ways of life) and historical periods (specific time period in history).

**Student Speak:**

I can:

- judge in writing and/or speaking (analyze) the quality of reading materials for their:
  - practical value
  - informational value
  - pleasing emotions for the reader (aesthetic value)
- judge in writing and/or speaking (analyze) the quality of reading materials from:
  - groups of people based on age, gender, religion, ethnicity, and ways of life (culture)
  - a specific time period in history (historical periods).

**9.R.4.1** Students are able to **compile** and **evaluate** potential sources for research projects.

**Verbs Defined:**

- compile -- gather
- evaluate -- evaluate in writing and/or speaking

**Key Terms Defined:**

- potential sources:
  - primary sources -- interviews, diaries, journals, autobiographies, letters
  - secondary sources -- magazines, Internet sites, reference books, biographies

**Teacher Speak:**

Students are able to compile (gather) and evaluate in writing and/or speaking potential sources for research projects.

**Student Speak:**

I can gather (compile) and evaluate in writing and/or speaking:

- primary sources -- interviews, diaries, journals, autobiographies, letters
- secondary sources -- magazines, Internet sites, reference books, biographies

(potential sources) for research projects.